

GUIDESTEPS FOR THE SPECIAL EDUCATION ADMINISTRATOR INTERVIEW (I-1)

This form is used as a guide for the interview conducted with the person responsible for special education services in the LEA. This might be a special education director or another administrator who has that job function.

The purpose of the interview is to determine that the legally responsible individual knows the requirements; therefore, it should not be a consultant to the LEA who is interviewed. In some instances, a consultant may be interviewed along with a school administrator. The Administrator Interview may be combined with the Principal Interview when the same person performs both roles.

In most instances, only one administrator will be interviewed, however it is still necessary to transfer the results of any interview(s) to the I-1 Summary.

Question	Instructions
QUESTIONN NUMBER and SOF LOCATION	
1. No Citation	Record the positive information for synopsis into the strengths of the LEA in the final report.
2. No Citation	LEA administrators must demonstrate knowledge of how the implementation requirements of the special education policies and procedures are being met. This is not a compliance call, however efforts to ensure implementation should be noted under LEA strengths. Lack of effort or knowledge should be noted under LEA concerns.
3. IV.A.1	LEA administrators must disseminate special education policies and procedures to all staff and make the policies and procedures available to parents. Dissemination may be by paper copy or electronic copy.
4. I.A.2	LEA administrators must require all school-based staff to review the special education policies and procedures related to child identification and referral on an annual basis. There must be documentation of staff review.

<p>5. I.B.2.a</p>	<p>This item is used to ensure that child find activities are being conducted for children aged birth through 5 years.</p> <p>All LEA administrators must have knowledge of the resources of the AZ Early Intervention Program (AzEIP) and understand the referral process. AzEIP agencies that provide services include DDD, DHS, and ASDB. Local resources and methods differ between communities and the item should be marked “in compliance” if the administrator can explain that community’s procedures AND the LEA has a system for ensuring that AzEIP referrals are effectively screened and/or evaluated.</p> <p>Unified and elementary administrators must have knowledge of active child find efforts including screenings conducted by the district and with Head Start or other community preschool programs. Charter school and Union high school administrators must also have knowledge of the referral process to district of residence for children aged 3 through 5.</p> <p>Administrators may need assistance in understanding that child find responsibility extends to birth.</p>
<p>6. I.A.1.b</p>	<p>LEA administrators must disseminate child find policies and procedures to parents in the LEA. For school districts, this includes those parents who have children voluntarily enrolled in private schools.</p>
<p>7. I.B.3</p>	<p>This item pertains to school districts only.</p> <p>The item refers to students voluntarily enrolled in private schools, not those placed in private schools by the district for special education purposes.</p> <p>The administrator should explain:</p> <ol style="list-style-type: none"> 1. The private school notification process regarding the availability of special education services through the school district; 2. Child find activities or agreements with private schools, preschools, and childcare facilities; 3. Method for determining what kinds of services students enrolled in private schools will receive.
<p>8. II.B.15</p>	<p>This item is used to ensure that parents receive a copy of the evaluation or reevaluation report and eligibility determination. The administrator’s response must have a specific time frame.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. At the MET/IEP meeting = In compliance 2. Within two weeks of the decision = In compliance 3. When it gets typed up = Not in compliance

<p>9. III.B.4.d</p>	<p>This item is used to determine if the special education staff is addressing the general curriculum in the development of IEPs.</p> <p>The item is marked in compliance if the administrator:</p> <ol style="list-style-type: none"> 1. Provides a time frame (last spring, in August) for training specifically related to AZ Standards and IEP development; 2. Indicates that special education teachers are working to align their instruction. <p>The item is marked in non-compliance if:</p> <ol style="list-style-type: none"> 1. No AZ Standards training has been conducted by the LEA; 2. Only regular education staff have been addressing standards; or, 3. Special education staff has participated in general knowledge sessions related to the standards but have not explored the connection with the IEP.
<p>10. IV.B.12</p>	<p>This item verifies that multiple placement options are available to students.</p> <p>The item is marked in compliance if the administrator:</p> <ol style="list-style-type: none"> 1. Demonstrates that children are placed in multiple service delivery modes (resource, self-contained, supplemental aids/services, etc.) or, 2. Explains how individual student needs could be accommodated if the need was present. <p>The item is marked in non-compliance if all enrolled students are in the same service delivery mode and the administrator does not have any realistic alternatives.</p>
<p>11. V.B.1.b</p>	<p>This item verifies that staff is knowledgeable regarding confidentiality of student information.</p> <p>The administrator should specify when training has occurred, and be able provide the agenda that lists confidentiality training, if asked. The interviewer can determine if there is a need to obtain the agenda for verification.</p>
<p>12. V.B.1.c</p>	<p>This item verifies that the required annual FERPA notice has been distributed.</p> <p>The manner will differ but some institutionalized method should be articulated. Typical examples include the parent-student handbook, registration information, school newsletter or bulletin, and a separate mailing.</p>
<p>13. V.B.2.a</p>	<p>This item verifies the administrator understands the requirements regarding the procedures for obtaining a surrogate parent in appropriate situations.</p> <p>The administrator must articulate some action that is likely to result in obtaining a surrogate. Calling the ADE/ESS for advice is an acceptable answer.</p>

14. V.B.2.f	<p>This item focuses on whether the LEA is ensuring parental participation in all decisions regarding their child. Lack of knowledge regarding the AZ Standards and AIMS limits parents' ability to contribute to the development of their child's IEP.</p> <p>If the LEA has taken any overt actions such as providing a copy of the AZ Standards to parents of students with disabilities, providing training to parents, etc., this item should be marked in compliance.</p>
15. V.B.5.c	<p>This item is used to determine if the LEA is following proper procedures when suspending or expelling students with disabilities for more than 10 days.</p> <p>When the administrator articulates most or all of the items listed on the interview form, the item is marked in compliance.</p>
16.(a) II.B.3	<p>This item pertains only to LEAs that have students placed in private residential facilities. This item addresses evaluation timelines.</p> <p>If the administrator articulates a systematic approach to keeping track of evaluation due dates, this item is marked in compliance.</p>
16.(b) III.B.2	<p>This item pertains only to LEAs that have students placed in private residential facilities. This item addresses IEP timelines.</p> <p>If the administrator articulates a systematic approach to keeping track of evaluation and IEP due dates, this item is marked in compliance.</p>
17. III.B.9.c	<p>This item pertains only to LEAs that have students placed in private residential facilities; the item addresses the exit criteria developed by the IEP team.</p> <p>If the administrator articulates a systematic approach to reviewing progress toward goal achievement and exit criteria, this item is marked in compliance.</p>
18. No Citation	<p>At a minimum, systems should include a method of tracking IEP goal achievement and performance on State and LEA-wide tests at the student, teacher, and LEA level. This information should be noted as an LEA concern.</p>
19. No Citation	<p>This item is used to solicit information regarding any areas of concern that are confronting the LEA in the provision of special education services. It is appropriate to ask probing follow-up questions. Information from this question can be incorporated into the strengths and concerns in the summary of findings.</p>